2010 | 2011

Grade 7

Catholic School Version

Curriculum Handbook for Parents

Alberta

Government of Alberta

GRADE 7

Curriculum Handbook for **Parents**

Catholic School Version

2010–2011

This Curriculum Handbook provides parents with information about the Grade 7 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a questionnaire.

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://education.alberta.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll-free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://lrc.education.gov.ab.ca/pro/default.html

Telephone numbers referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310–0000.

Arts, Communications and Citizenship
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Digital Design and Resource Authorization
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Distributed Learning
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: DLB.General@gov.ab.ca

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: FNMIServices@gov.ab.ca

French Language Education Services
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: LAcontact@edc.gov.ab.ca

Mathematics and Science
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Special Education Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: Special.Education@gov.ab.ca

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Message from the
Minister of Education

As we look forward with excitement to the possibilities and opportunities of another school year, it is important to take some time to review what our students will be learning, and to make sure that all of us are prepared to ensure every child can find their passion and fulfill their potential.

Through our community engagement initiatives, such as *Inspiring Education* and *Speak Out,* I have spoken with thousands of Albertans in our communities about education, its role in our lives and what we want it to do for children and youth, now and in the future.

It's quite clear that Albertans value their education system and understand that it is the foundation for the future economic prosperity of our province. However, we must continue to build on our tradition of excellence. To do that, we need a new approach to education. We need transformative change.

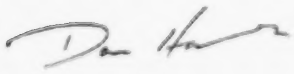
Just as you are looking at what your child will be learning over the next year, we are examining how we teach our children and what they will learn. Now, more than ever, we are able to take a big-picture, long-term view of what education needs to be. We are looking at how we can improve learning outcomes rather than simply using the same curricula in a different way. We are transforming our education system to embrace optimism, passion, talent, curiosity, creativity and intelligence.

Parents play an integral role as agents of change in their children's education by providing them with the encouragement and support they need to succeed academically. It is clear that students benefit when parents are actively engaged in their children's learning because together, both have a solid understanding of the tasks, challenges and rewards offered through our programs of study.

I hope you will also look at the many other learning opportunities that are available for your child outside of their schooling. Libraries, community and recreation centres, service organizations and mentors all enrich young peoples' learning and build on the lessons they learn at school.

This curriculum overview is a valuable resource that will answer many questions you may have about what your child is learning. I also hope this publication will create an opportunity for open dialogue between you, your child and his or her teacher regarding curriculum outcomes and expectations.

I encourage you to take the time to read through this resource. I wish you and your child every success this school year.



Dave Hancock, Q.C.
Minister, Alberta Education

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you this updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

Bishop Frederick Henry
Diocese of Calgary
Education Liaison, Alberta Conference of Catholic Bishops

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.

http://education.alberta.ca/parents/resources/handbook.aspx

- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/parents/resources/summaries.aspx

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://education.alberta.ca/teachers/program.aspx

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/apps/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://education.alberta.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

These resources are available for purchase from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to Be More Successful Learners*— Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated.

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*—Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://learnalberta.ca

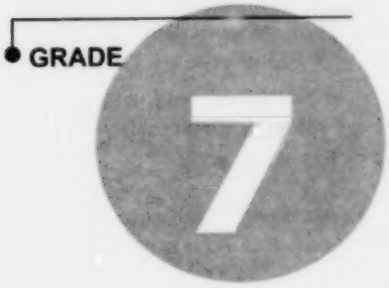
- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

Information Regarding the *Alberta Human Rights Act*

On September 1, 2010, section 11.1 of the *Alberta Human Rights Act* comes into force. This section requires boards (including charter schools) to provide parents with notice where "courses of study, educational programs or instructional materials, or instruction or exercises … include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation." Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation. For more information, refer to the *Guide to Education: ECS to Grade 12*.



In Grade 7, students study required subject areas. They also choose optional courses that give them the chance to explore areas of interest and career possibilities. Students have access to a minimum of 950 hours of instruction each school year.

Overview

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 7 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

View the programs of study at http://education.alberta.ca/teachers/program.aspx

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

Purchase programs of study from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

GRADE 7: [REQUIRED SUBJECT AREAS]

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills

Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

GRADE 7: [OPTIONAL SUBJECT AREAS]

- Career and Technology Studies
- Fine and Performing Arts
- Languages*
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The themes of the Grade 7 program follow the scriptural themes of Creation, Revelation, Covenant and Redemption in Christ. The students are invited to reflect on the first two articles of the Apostles' Creed as the summation of the faith that has been handed on to us through the Church. They study the Hebrew and Christian Scriptures (Old and New Testaments) as the call to become co-creators with God in the responsible stewardship of creation. They learn of God's call to a Christian lifestyle of creedal faith in a praying and sacramental community. Furthermore, from the study of women and men of faith, by the power of the Holy Spirit, they are invited to become faithful witnesses of Jesus Christ. Opportunities are provided to highlight the Catholic liturgical seasons of Advent and Lent in the context of their scriptural roots.

Students explore these themes through the study of 10 units:

Unit 1
I . . . We.

Students are invited to formulate, explore and express their identity in relationship to the larger faith community. They study the basic structure of the Bible and how to locate passages. They are invited to reflect on the Bible as the story of the Christian community and its relationship with God. They reflect on Scripture in history and study the key events in the history of Israel.

Unit 2
We believe in God.

Students explore and express the meaning of believing, and what it means to believe in God. They reflect on Abraham as an example of a person whose whole life was shaped by trust and belief in God. They hear of God's faithfulness to people as it is revealed in the story of the Exodus.

Unit 3
We believe in God the Father Almighty.

Students investigate the personality of God as parent. They are invited to appreciate that God's love goes far beyond human limitations and yet learn how fatherhood and motherhood help us understand God. They are invited to see the Ten Commandments as a call to live life rooted in respect for self, for others and for God. They learn about formation of conscience and of a three step decision-making model—observe, judge, act.

Unit 4
We believe in God . . . the Creator of heaven and earth.

Students consider the wonder of creation and the ways in which God invites us to participate in creation and in God's creative action. They reflect on God as creator, read the biblical version of creation, and are invited to understand the relationship between biblical stories, science and history. They are invited to consider that to know and accept other people, they must accept their sexuality, their maleness or their femaleness, their physical gifts and limitations.

Unit 5
We believe in Jesus Christ his only Son.

Students explore what makes Jesus believable, and the ways the faith community identifies Jesus. Students consider the significance of the many titles for Jesus—Rabbi, Priest, Lamb of God, Prophet, Messiah, Son of David, the Nazarene, Saviour, Son of Man, Lord, Son of God. They are invited to reflect that through his actions, Jesus reveals God's care for us. People who encounter Jesus change. As a New Testament people we are likewise challenged to change.

Unit 6
We believe in Jesus . . . Our Lord.

Students explore the nature of the kingdom of God and what it means to be part of that kingdom, and so address Jesus as Lord. In reflecting on the parables and on the 'Our Father' they are invited to understand that the kingdom is Jesus' call to a way of life based on loving relationships.

Unit 7
We believe in Jesus . . . who was conceived by the Holy Spirit and born of the Virgin Mary.

Students explore the ways in which God is with us in Jesus, in which God works with us, and in which we can work with God. They reflect on Mary as an example of one who hears the word of God and responds to it with her whole heart. They are invited to see Jesus as fully human and fully divine, and as the model of holiness. They study the geography and history of Jesus' homeland, Israel.

Unit 8
He suffered under Pontius Pilate, was crucified, died and was buried. He descended to the dead.

Students are invited to name the ways in which they give of themselves and make connections to the suffering and death of Jesus. They are invited to reflect on the meaning of Jesus' sacrifice on the cross and on how they can participate in Christ's sacrifice at the Eucharist. They are invited to consider Jesus' descent among the dead as signifying that the message of salvation is for all people in all times and all places.

Unit 9
On the third day he rose. He ascended into heaven.

Students are invited to name the hope which the resurrection of Jesus offers even during the most difficult moments of their lives. They are invited to reflect on experiences of resurrection. They consider the resurrection as the offer of new life in the face of death. They are invited to understand that Jesus can be heard in the Scriptures and seen in the blessing and breaking of bread.

Unit 10
He is seated at the right hand of the Father. He will come again to judge the living and the dead.

Students are invited to name the ways in which Jesus judges, and to understand that judgement is a call to be whole. Students reflect on conversion, heaven, hell, purgatory, repentance and true goodness.

As a result of participation in this program, students will:

- demonstrate a familiarity with and an ability to retell key biblical narratives that illustrate God's faithful relationship with a chosen people and the community's response to this relationship
- express connections between the relationships described in biblical events and their own life experiences
- show reverence for Scripture as God's living Word
- define human dignity and express its significance in Christian faith and practice
- name the articles of the Apostles' Creed as a summary expression of the Christian community's relationship with God and articulate some of the meaning of each article
- communicate their faith in ways that show a genuine understanding of the Apostles' Creed
- describe how the Creed is a summary of the faith community's understanding of who God is
- explain how the Creed calls them to make responsible choices and decisions in their everyday lives
- analyze (critique) events and personal decisions in light of a commitment to follow Jesus

- describe the relationship between real-life situations and the baptismal commitment to follow Jesus in the community of the Holy Spirit
- outline the ways that prayer deepens a relationship with God
- pray, using a variety of prayer styles
- participate in traditional forms of Catholic prayer.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, ritual action, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://education.alberta.ca/teachers/program/ict.aspx

ICT is learned most effectively in the context of subject areas, therefore, the ICT curriculum is best infused within the teaching of other programs of study such as language arts, mathematics, science and social studies. Through ICT, students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life.

ICT learning outcomes have been established for each division. The following is a sample of the Division 3 learning outcomes that students are expected to meet by the end of Grade 9.

Communicating, Inquiring, Decision Making and Problem Solving

- evaluate the authority and reliability of electronic sources
- develop a process to manage volumes of information that can be made available through electronic sources

Foundational Operations, Knowledge and Concepts

- explain the issues involved in balancing the right to access information with the right to personal privacy
- recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication

Processes for Productivity

- use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document
- demonstrate proficient use of various information retrieval technologies

First Nations, Métis and Inuit Education

http://education.alberta.ca/teachers/fnmi.aspx

http://education.alberta.ca/teachers/fnmi/policies.aspx

First Nations, Métis and Inuit peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information.

To support the learning of First Nations, Métis and Inuit students, schools are encouraged to use learning resources that include First Nations, Métis and Inuit perspectives. All students in Alberta need to understand and be aware of First Nations, Métis and Inuit history, culture, lifestyles and heritage. First Nations, Métis and Inuit (FNMI) perspectives are infused into the existing Kindergarten to Grade 12 programs of study. Student and teacher resources have been developed by Alberta Education to support the inclusion of FNMI content in teaching and learning.

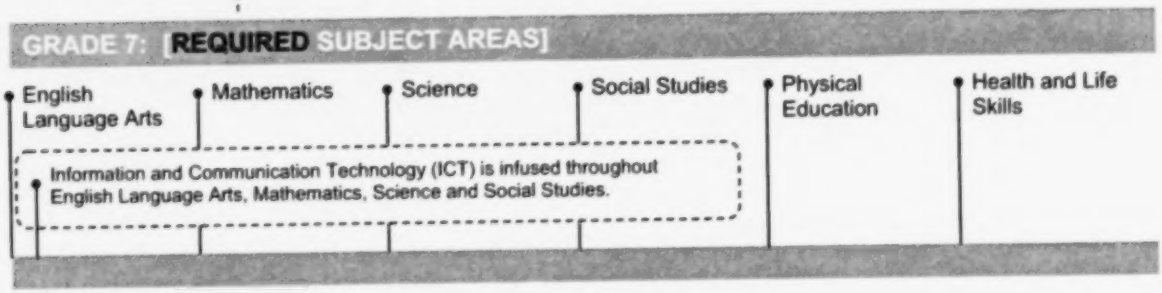
Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

English Language Learners

http://education.alberta.ca/teachers/program/esl.aspx

Many children born in Canada have a first language other than English and many students move here from countries where English is not the primary language. These English language learners require English as a second language (ESL) programming and supports to achieve grade level expectations in all subject areas.

The **required subject areas** are the foundation of the junior high school program.


GRADE 7: REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

English Language Arts

View the English language arts subject page at http://education.alberta.ca/teachers/program/english.aspx

View the English language arts digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

The following learning outcomes are selected from the Grade 7 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes
- use appropriate terminology to discuss developing abilities in personal language learning and use

- experiment with arranging and recording ideas and information in a variety of ways
- listen and respond constructively to alternative ideas or opinions
- use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences

Comprehend and respond personally and critically to oral, print and other media texts

- use expectations and preferences developed during previous reading experiences to select and read new texts with purpose
- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic
- apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading
- analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters
- discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts
- create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events

Manage ideas and information

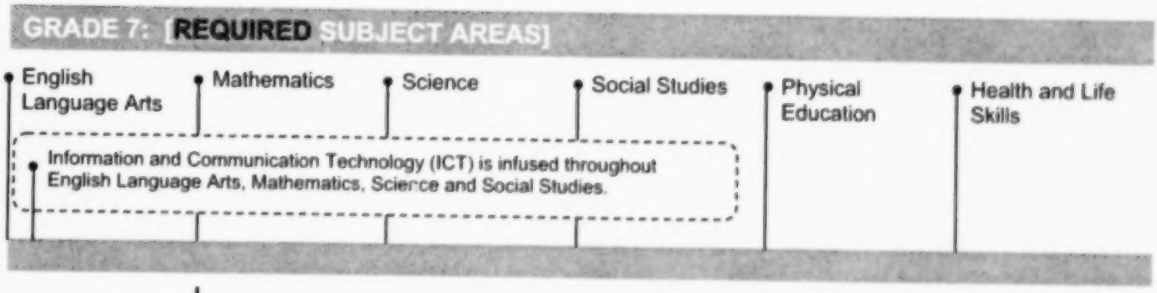
- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts
- discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view
- distinguish between fact and opinion, and follow the development of argument and opinion
- make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources
- communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations
- identify strengths and areas for improvement in personal research skills

Enhance the clarity and artistry of communication

- revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
- choose and use printing, cursive writing or word processing, depending on the task, audience and purpose
- identify how the format of documents enhances the presentation of content
- use correct subject–verb agreement in sentences with compound subjects
- use reference materials to confirm spellings and to solve spelling problems when editing and proofreading
- present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions
- clarify and support ideas or opinions with details, visuals or media techniques
- listen and view attentively to organize and classify information and to carry out multistep instructions

Respect, support and collaborate with others

- identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities
- demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts
- take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs
- contribute ideas, knowledge and questions to establish an information base for research or investigations
- evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement


GRADE 7: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Mathematics

View the mathematics subject page at http://education.alberta.ca/teachers/program/math.aspx

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- make connections between mathematics and its applications
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students who have met these goals will:

- gain understanding and appreciation of the contributions of mathematics as a science, philosophy and art
- exhibit a positive attitude toward mathematics
- engage and persevere in mathematical tasks and projects
- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity.

The following learning outcomes are selected from the Grade 7 Mathematics Program of Studies.

Number

Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected).

Solve problems involving percents from 1 to 100%.

Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences).

Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially and symbolically.

Patterns and Relations

Create a table of values from a linear relation, graph the table of values, and analyze the graph to draw conclusions and solve problems.

Evaluate an expression given the value of the variable(s).

Model and solve, concretely, pictorially, symbolically, problems that can be represented by linear equations of the form:

- $ax + b = c$
- $ax = b$
- $\frac{x}{a} = b, a \neq 0$

where a, b and c are whole numbers.

Shape and Space

Demonstrate an understanding of circles by:

- describing the relationships among radius, diameter and circumference
- relating circumference to pi
- determining the sum of the central angles
- constructing circles with a given radius or diameter
- solving problems involving the radii, diameters and circumferences of circles.

Perform geometric constructions, including:

- perpendicular line segments
- parallel line segments
- perpendicular bisectors
- angle bisectors.

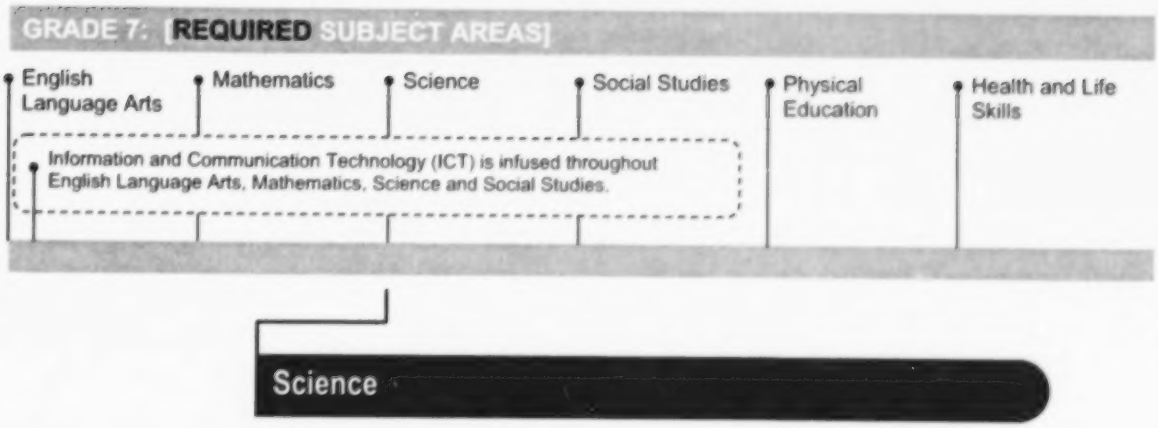
Identify and plot points in the four quadrants of a Cartesian plane, using integral ordered pairs.

Statistics and Probability

Determine the effect on the mean, median and mode when an outlier is included in a data set.

Construct, label and interpret circle graphs to solve problems.

Conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table or other graphic organizer) and experimental probability of two independent events.


GRADE 7: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Science

View the science subject page at http://education.alberta.ca/teachers/program/science.aspx

View science digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them.

The program is designed to help students understand the nature and role of science, as well as develop a solid grounding in science knowledge, skills and attitudes. Throughout the program, students learn that:

- science provides an ordered way of studying the natural world
- scientific discovery often leads to the development of new technologies and new technologies can lead to new fields of scientific investigation
- science takes place in a social context and responds to human needs. Science and technology have both intended and unintended consequences for humans and the environment.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

Students study five units during their Grade 7 year. The topics studied and the major outcomes for each are:

Interactions and Ecosystems

- describe relationships between humans and their environments
- trace the flow of energy and materials within an ecosystem
- monitor a local environment, and assess the impacts of environmental factors on it
- describe relationships in maintaining life-supporting environments

Plants for Food and Fibre

- investigate plant uses
- investigate life processes and structures of plants
- analyze plant environments
- identify and interpret the culture and use of plants as sources of food and fibre

Heat and Temperature

- illustrate how human needs have led to technologies for obtaining and controlling thermal energy
- describe the nature of thermal energy and its effects on different forms of matter
- apply an understanding of heat and temperature in interpreting natural events and technological devices
- analyze issues related to the selection and use of thermal technologies

Structures and Forces

- describe and interpret different types of structures and identify materials from which they are made
- investigate forces within structures
- investigate the properties of materials used in structures
- describe processes used in building structures to meet human needs with a margin of safety

Planet Earth

- describe methods used in the scientific study of Earth and its component materials
- identify evidence for the rock cycle and explain the characteristics of particular rocks
- investigate and interpret evidence of major changes in landforms and rock layers
- describe, interpret and evaluate evidence from the fossil record

The program develops **skills** in four major areas:

Initiating and Planning
Students devise (or make) plans to investigate:

- science-inquiry questions
- practical problems
- science-related issues.

Performing and Recording
Students conduct investigations through:

- observation
- recording data
- researching information.

Analyzing and Interpreting
Students develop, analyze and assess possible explanations through:

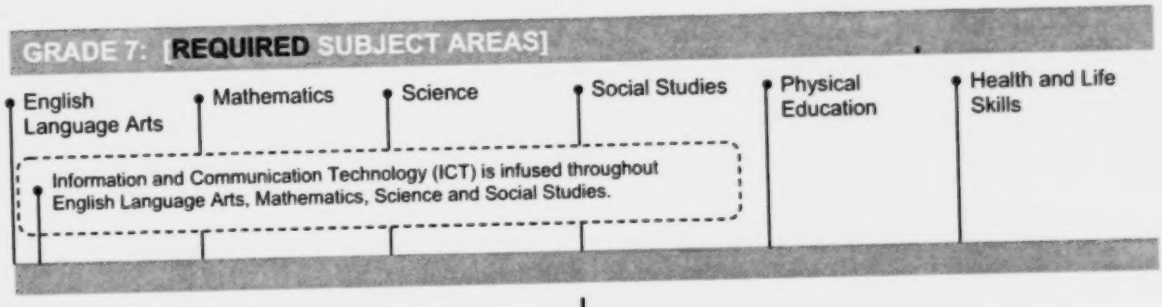
- data display
- inference
- evaluation.

Communication and Teamwork
Students work collaboratively to:

- communicate questions, ideas, procedures and results
- evaluate individual and group processes
- defend a position or conclusion, based on their findings.

To support their learning, students are encouraged to develop positive **attitudes** in the following six areas:

- continuing interest in science
- respect for the ideas of people with various backgrounds and views
- support for scientific processes
- collaboration with others
- stewardship for the natural environment
- safety in science.


GRADE 7: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
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Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Social Studies

View the social studies subject page at http://education.alberta.ca/teachers/program/socialstudies.aspx

The aim of the social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's social studies program are concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's identity. The program also has a strong focus on Canadian and Alberta history.

Through an examination of events preceding and following Confederation, Grade 7 students will acquire an understanding of how Canada has evolved into a multicultural, bilingual, pluralistic and diverse society; and they will appreciate how these dimensions of Canada have affected citizenship and identity over time.

Grade 7 students will explore the origins, histories and movement of peoples who forged the foundations of Canadian Confederation. They will examine how the political, demographic, economic and social changes that have occurred since Confederation have influenced ways in which contemporary Canada has evolved.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

The following learning outcomes are selected from the Grade 7 Social Studies Program of Studies.

Toward Confederation

Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

Values and Attitudes

- appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation

Knowledge and Understanding

Students will compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)?

Students will assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

- How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade?

Students will assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:

- To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America?

Students will assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada?

Following Confederation: Canadian Expansions

Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

Values and Attitudes

- recognize the positive and negative aspects of immigration and migration

Knowledge and Understanding

Students will assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- What factors led to Louis Riel's emergence as the leader of the Métis?

Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

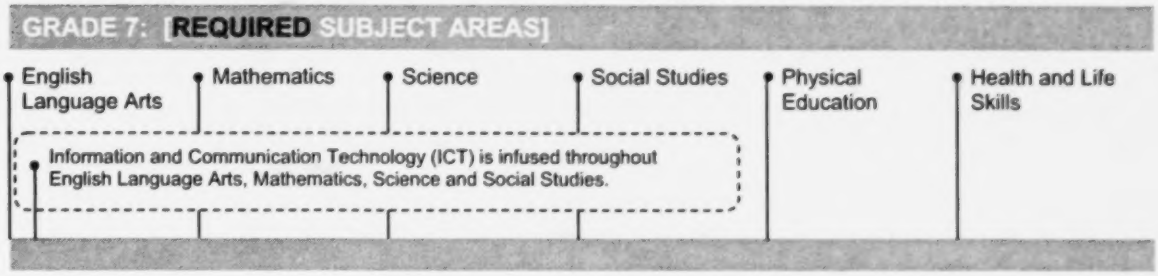
- How did the National Policy determine the economic and demographic aspects of Canadian expansion?
- How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)?

Students will assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)?

Students will assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:

- In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)?


GRADE 7: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Physical Education

View the physical education subject page at http://education.alberta.ca/teachers/program/pe.aspx

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Exemptions from Physical Education

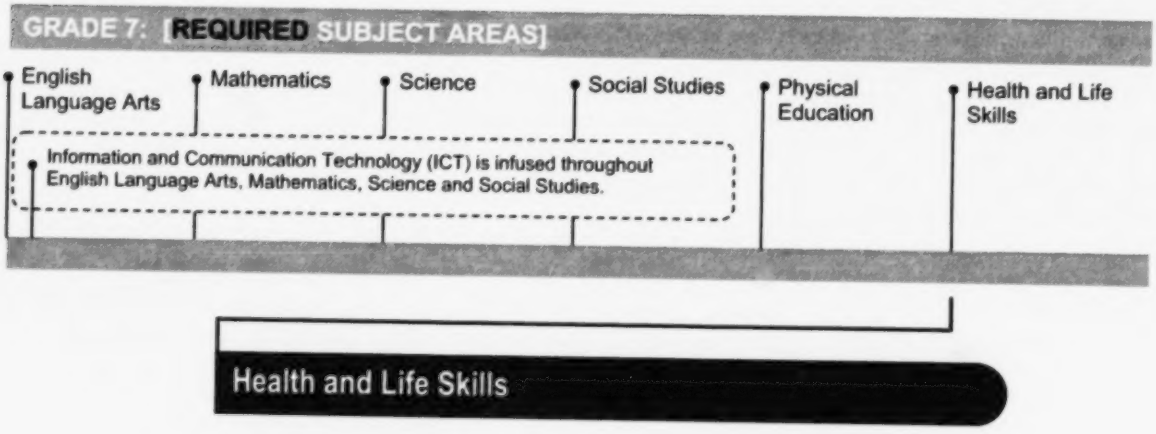
Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://education.alberta.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.


GRADE 7: [REQUIRED SUBJECT AREAS]
English Language Arts
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Science
Social Studies
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Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Health and Life Skills

View the health and life skills subject page at http://education.alberta.ca/teachers/program/health.aspx

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

Wellness Choices

Students will make responsible and informed choices to maintain health and promote safety for self and others.

- Personal health
- Safety and responsibility

Relationship Choices

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- Understanding and expressing feelings
- Interactions
- Group roles and processes

Life Learning Choices

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

- Learning strategies
- Life roles and career development
- Volunteerism

Human Sexuality Education

Human sexuality education emphasizes the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision making. Learning outcomes are addressed within the context of Catholic teaching.

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.

In addition to required subject areas, junior high schools must offer a minimum of two provincially authorized optional courses. Optional courses are designed to reinforce learnings in core courses and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

GRADE 7: [OPTIONAL SUBJECT AREAS]

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Career and Technology Studies

View the career and technology studies subject page at http://education.alberta.ca/teachers/program/cts.aspx

View CTS digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca/

Career and Technology Studies (CTS) is designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.

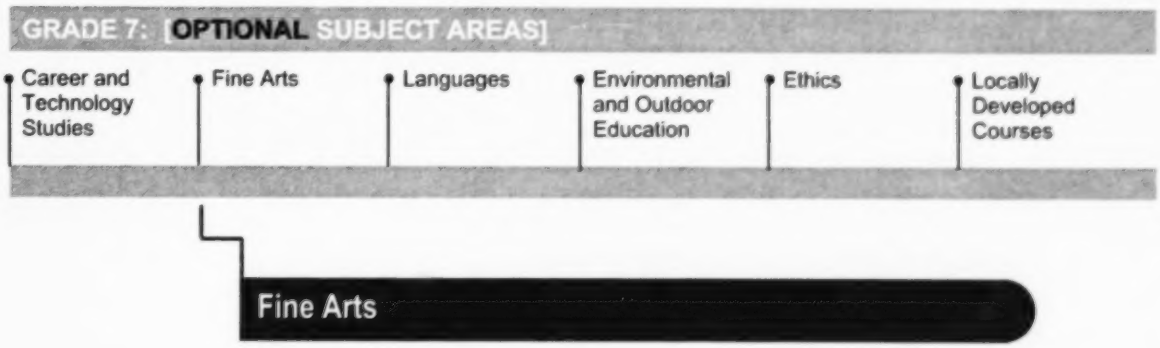
CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT).

A cluster is a group of CTS courses that represent occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification (NOC) system and function as an organizing tool for the CTS program.

The Business, Administration, Finance & Information Technology (BIT) and Trades, Manufacturing & Transportation (TMT) clusters were implemented in September 2009. The Health, Recreation & Human Services (HRH); Media, Design and Communication Arts (MDC); and Natural Resources (NAT) clusters will be implemented in September 2010.

Introductory level courses in CTS clusters, including Business, Administration, Finance & Information Technology (BIT); Trades, Manufacturing & Transportation (TMT); Health, Recreation & Human Services (HRH); Media, Design and Communication Arts (MDC); and Natural Resources (NAT) clusters are considered appropriate for junior high school students.



Fine Arts

View the fine arts subject page at http://education.alberta.ca/teachers/program/finearts.aspx

Through the Fine Arts courses of Art, Drama and Music, students develop self-awareness and express their creativity in many ways. They will respond personally and critically to a variety of art, drama and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

Students learn how to use traditional and contemporary tools, materials and media to express their feelings, think like artists, value the art creation and value the art form. Three areas form the framework of the junior high school art program:

- Drawings—recording, investigating, communicating, evaluating and articulating aspects of making images
- Compositions—organizations, components and relationships involved in the creation of images
- Encounters—looking at images and artifacts, finding ideas for making art, learning about the art of other times, changing imagery, and learning to understand and appreciate the purposes and effects of art

Drama

Drama encourages students to explore a variety of dramatic roles and develop a range of dramatic skills. In the junior high school drama program, students learn about drama and theatre through:

- Movement—physical, nonverbal expression
- Speech—exploration of talking and speaking to communicate ideas effectively
- Improvisation/Acting—acting out an idea or situation
- Theatre Studies—an introduction to the elements of drama and theatre
- Technical Theatre—stage construction and the use of sound, lighting, makeup, costumes, sets and props.

Music

Instrumental music, choral music and general music are the three distinctive, yet related, programs in the junior high school music curriculum. Development in any of these programs requires student involvement as a performer, listener and composer. Five main goals of the junior high school music program are to:

- develop skills in listening to, performing and reading music
- strive for musical excellence
- understand, evaluate and appreciate a variety of music styles
- develop self-expression, creativity and communication through music
- increase awareness of the history of music and the role of music in own lives.

GRADE 7: [OPTIONAL SUBJECT AREAS]

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Languages

http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx

A variety of courses in languages are available throughout Alberta. These courses include First Nations, Métis and Inuit languages, French and International languages.

Alberta school authorities implement language programs, either:
- by choosing from available provincial programs or
- through a locally-developed course series.

FIRST NATIONS, MÉTIS AND INUIT LANGUAGES

Blackfoot and Cree Language and Culture

http://education.alberta.ca/teachers/program/fnmi.aspx

Blackfoot and Cree language and culture programs are designed to enable students to learn their respective languages and to increase awareness of their cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

Blackfoot

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

Cree

- use Cree in a variety of community and school situations and for a variety of purposes
- be effective, competent and comfortable as Cree speakers (*Okiskinamawākanak ka nihtā nehiyawewak*)

- live (*wa)wētina(hk)* (peacefully) with Mother Earth, others and themselves, guided by *Ômâmawi Ohtâwîmâw* (the Creator)
- know and use various strategies to maximize the effectiveness of learning and communication

FRENCH

French Immersion Program

http://education.alberta.ca/parents/educationsys/frenchlanguage/immersion.aspx

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

French Language Arts

http://education.alberta.ca/francais/teachers/progres/core/fla.aspx

At the junior high school level, the French language arts program of studies is intended to continue work started at the elementary level, including vocabulary and sentence structure enrichment, to enable students to engage more actively and effectively in proposed activities. Students become aware of elements that ensure message clarity, such as exact, precise expressions and words, and correct, increasingly complex sentences. They learn to respect the basic rules of language in the oral exchanges that take place in the classroom as well as in their writing projects.

The acquisition of a solid language basis allows students to better understand, clarify and express abstract thoughts. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually, with classroom partners, or participating in activities organized by the Francophone community. Students become more aware of factors that influence the way they communicate effectively in various contexts.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure and genre) and to their knowledge about the author, producer or broadcast to guide them in their listening. They learn to question their attitudes toward the task and the means they use to overcome difficulties.

In **reading comprehension**, students develop their reading ability by analyzing the task at hand and choosing the best way to tackle more complex passages. They improve their ability to analyze text characteristics for better understanding of internal organization (text structure and genre) and the author's intent.

In **oral production**, students learn the vocabulary and sentence structure that will enable them to express themselves in various contexts. They develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to develop a work plan that will enable them to complete their writing project more efficiently. They learn to organize and express their ideas clearly, while still respecting the rules of internal text organization and spelling. They also learn to edit their texts using various reference works.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 7, learning occurs primarily:

In **oral comprehension** through:

- group work situations
- listening to texts from various subject areas
- listening to newspaper and magazine articles, short stories or excerpts from plays or novels
- listening to audiotapes, such as songs or documentaries
- viewing audiovisual materials.

Students learn to make predictions based on new indicators and pay special attention to *text structure*.

In **reading comprehension**:

Teachers will select, for their students:

- 700 to 900 word texts of everyday life
- longer texts for group projects, or in the selection of narrative texts.

To develop reading strategies, students learn to tackle texts in different ways depending on the purpose of their reading, and to apply their knowledge to new text structures.

In **oral production**:

The proposed situations should allow students to demonstrate what they already know, what they have learned about a given subject, or to express their opinions based on examples from their readings and discussions. The topics chosen for the presentations may be from another area of study. Students should have had the opportunity to explore topic-related vocabulary in various contexts.

The presentations and discussions should be well structured, with emphasis on:

- the use of expressions or words to describe events and personal experiences
- the use of words or expressions that enable the student to join in a group discussion in a respectful manner
- the use of words or expressions that support and encourage partners
- the correct use of verbs and expressions to express their preferences, feelings and opinions
- the respect of rules for the agreement of nouns and adjectives according to number and gender.

Emphasis on *discussion* enables students to continue developing their ability to interact with peers. Students are required to agree on the operational rules of the group as well as on their roles and responsibilities.

In **writing**:

Students learn to write short texts in which they pay particular attention to the structure and organization of information. They also learn to write short stories in which they establish links between the feelings of characters and their actions.
The main purpose of these activities is primarily to enable students to integrate the basic elements of the written language:

- the selection of a text structure consistent with their communicative intent
- the organization of ideas according to a plan—introduction, development and conclusion
- the agreement of past participles with *"être"* or *"verbes d'état"*
- the agreement of subject and verb in the present conditional, simple future and imperative
- the position of the personal pronoun in declarative and interrogatory statements in simple tenses
- punctuation
- spelling.

French as a Second Language

http://education.alberta.ca/francais/teachers/progres/compl/fsl.aspx

In Alberta, the French as a Second Language (FSL) Nine-year Program is a course sequence in which the French language is taught as a subject. The goal of the course is to develop students' communication skills in French and acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 7 is designed so that students integrate the knowledge and skills they acquired in grades 4, 5 and 6, while expanding their language use so they can:

- understand and communicate orally and in writing the main idea(s) or isolated details in oral and written texts dealing with familiar topics, such as school subjects and school activities in junior high, weather and climate, friends and families, origins and traditions of certain holidays and celebrations
- gain language knowledge and more sophisticated language structures to understand and communicate messages
- compare and contrast the way of life of different Francophone cultures so as to gain an appreciation of these cultures
- demonstrate knowledge of language conventions that are culturally appropriate, such as addressing people, using formal and informal language, and using rules governing writing addresses and telephone numbers in French
- develop and use language learning strategies so as to become more effective and efficient learners of French.

INTERNATIONAL LANGUAGES

Bilingual Programs

http://education.alberta.ca/teachers/program/interlang.aspx

Students in a bilingual program follow a language arts course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

Language and Culture Programs

Students in a language and culture course study the target language (e.g., Ukrainian, German) as a subject area. Language and culture programs are designed to develop language and cultural skills.

Alberta Education offers provincially developed language and culture programs of study for Grade 7 students. At the junior high level in international languages, there are courses that may be taught that are extensions of courses that have begun at earlier entry points (Grade 1). Currently, the Italian Language and Culture (Twelve Year Program) is the only provincial course sequence that begins at Grade 1 and extends through junior high to Grade 12.

The following language and culture courses are available to students who began their study of a target language in Grade 4:

- Chinese Language and Culture (Nine-year Program)
- German Language and Culture (Nine-year Program)
- Japanese Language and Culture (Nine-year Program)
- Punjabi Language and Culture (Nine-year Program)
- Spanish Language and Culture (Nine-year Program)
- Ukrainian Language and Culture (Nine-year Program)

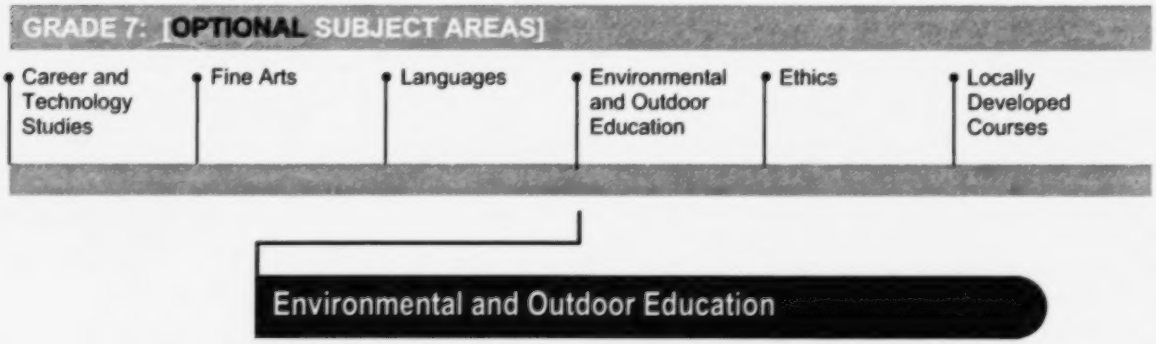
The following language and culture courses are available to students who begin their study of a target language in Grade 7:

- Chinese Language and Culture (Six-year Program)
- German Language and Culture (Six-year Program)
- Italian Language and Culture (Six-year Program)
- Japanese Language and Culture (Six-year Program)
- Spanish Language and Culture (Six-year Program)
- Ukrainian Language and Culture (Six-year Program)

LOCALLY DEVELOPED LANGUAGE COURSES

If there are no available provincial programs of study, school authorities may develop their own language course series. Currently, a variety of languages, e.g., Arabic, American Sign Language (ASL), Hebrew, Polish and Russian, are offered as local courses. Locally developed First Nations, Métis and Inuit language and culture courses may also be available to meet the needs of students in local or First Nations schools.

For more information on second language instruction offered in your area, please contact your local school board.

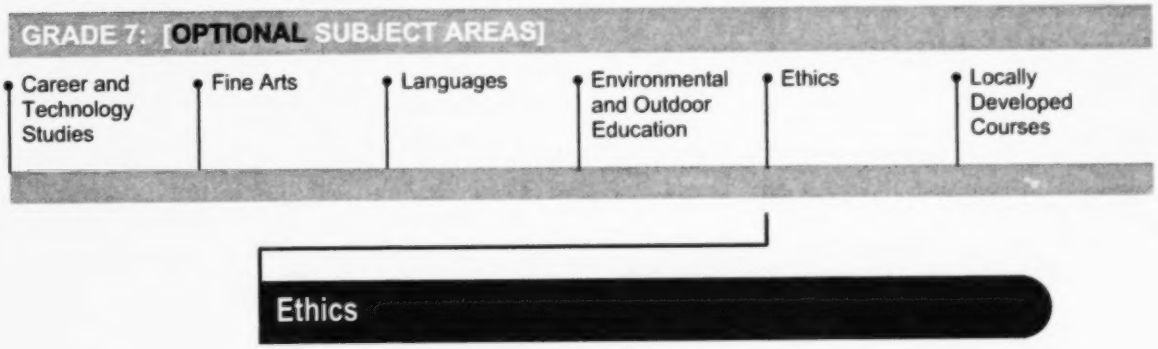


Environmental and Outdoor Education

http://education.alberta.ca/media/768718/eoed.pdf

In environmental and outdoor education, students develop interest and competence in outdoor studies and develop an understanding of their relationship to the environment. Environmental and outdoor education can be offered as a single course or as a sequence of courses, and includes:

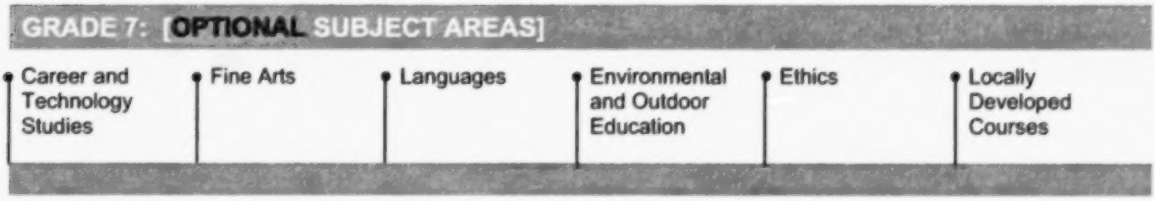
- the basic knowledge, skills and attitudes required for safe and comfortable experiences
- awareness and appreciation of living things
- understanding of basic ecological processes
- skill, judgement, confidence and sensitivity in a range of environmentally responsible activities in outdoor settings
- lifestyle strategies that encourage responsibility for local and global environments.



http://education.alberta.ca/media/768722/jhethics.pdf

The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives. The ethics course includes:

- working definitions of ethics and values
- decision-making skills
- historical values and traditions
- values of different cultural groups
- responsibility to community.



Locally Developed Courses

School authorities may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school authority for information about locally developed courses authorized for use in your jurisdiction.

Commonly Accessed Web Links

Alberta Learning Information Services (ALIS)
http://alis.alberta.ca

Alberta Regional Professional Development Consortia
http://www.arpdc.ab.ca

Alberta School Boards Association School Fee Advisory
http://www.asba.ab.ca/services/policy-ad-fees07.asp

Alberta School Council Resource Manual
http://education.alberta.ca/media/464094/scm.pdf

Alberta School Councils' Association (ASCA)
http://www.albertaschoolcouncils.ca

Assessing Student Achievement
http://education.alberta.ca/admin/testing/achievement.aspx

Curriculum Handbooks for Parents: Senior High School
http://education.alberta.ca/parents/resources/handbook.aspx

Daily Physical Activity
http://education.alberta.ca/teachers/resources/dpa.aspx

Digital Resources to Support Curriculum Outcomes
http://learnalberta.ca

Grade Level of Achievement (GLA)
http://education.alberta.ca/media/938683/09002abedglabrocv2.pdf

Guide to Education
http://education.alberta.ca/admin/resources/guidetoed.aspx

Handbook for Aboriginal Parents of Children with Special Needs (2000)
http://education.alberta.ca/media/308566/aboriginalparenthandbook.pdf

Learning Resources Centre (LRC)
http://lrc.education.gov.ab.ca/pro/default.html

The Learning Team: A Handbook for Parents of Children with Special Needs (2003)
http://education.alberta.ca/admin/special/resources/learningteam.aspx

Middle/Junior High School Student Learning–Career Planner
http://education.gov.ab.ca/k_12/curriculum/cardir_jr.pdf [pdf version]
http://education.gov.ab.ca/k_12/curriculum/JHPlan.doc [word version]

Our Treasured Children
http://lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=415712

Provincial Achievement Tests
http://education.alberta.ca/admin/testing/achievement.aspx

Public Health Agency of Canada
http://www.phac-aspc.gc.ca/pau-uap/paguide/

School Act
http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941

School of choice information
http://education.alberta.ca/parents/choice.aspx

Student Learning–Career Planner Information Booklet
http://education.gov.ab.ca/k_12/curriculum/cardir.pdf

Curriculum Handbook for Parents 2010–2011: Grade 7
Catholic School Version

Questionnaire

Please help us to improve this document by taking a few minutes to answer these short questions.

Circle the phrase that best completes the sentence.

1. I found the information provided about the specific subject areas was (too specific/just right/ too general).
2. I found the web links within the document were (useful/not required/problematic).
3. I found that the contact information provided was (useful/not necessary).
4. I found that the *Commonly Accessed Web Links* page was (useful/not necessary).

Do you agree or disagree with the following statements?

1. I believe that the information provided in this document will help me to discuss my child's education with teachers and school administration. (agree/disagree)
2. I was able to locate the information I needed easily. (agree/disagree)
3. This document helped me to locate other online documents and information. (agree/disagree)

Please tell us more . . .

I felt that there was enough information in this document about _____

but, I thought that there could have been more information in this document about _____

_____.

I felt that this document was missing information about _____.

Thank you for sharing.

Please send your response to:

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